

WORKFORCE TECHNOLOGY

Curriculum Content Frameworks

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Curriculum Content Framework

WORKFORCE TECHNOLOGY

Grade Levels: 10, 11, 12
Course Code:

Prerequisites:

Course Description: a one year technology based course designed as an alternative for the traditional Workplace Readiness course. The course creates a link with EAST Lab technology and methodology and focuses on teaching students the transferable skills they need to succeed in the changing workplace.

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Unit 1: Career Awareness

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Identify or confirm an interest in a particular career field	1.1.1 Explore www and other resources for career information and document findings	Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
		Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]
	1.1.2 Interview community members about careers of interest and document findings	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Speaking	Asks Questions to obtain information [1.5.4]
			Writing	Records data [1.6.16]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	1.1.3 Participate in real-life activity related to the student's career interest area (i.e. job shadow, mentoring program, part-time employment, internship, entrepreneurship/self-employment situations are acceptable)	Interpersonal	Coaching	Comprehends ideas and concepts related to career interest [2.1.1]
			Cultural Diversity	Respects others' personal values, cultures, and traditions [2.2.4]
			Customer Service	Applies human relations skills in real-life situations [2.3.1]
			Teamwork	Takes an interest in what others say and do [2.6.5]
				Work effectively with others to reach a common goal [2.6.6]
		Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	1.1.4 Assess your skills, abilities, interests, experience, and accomplishments	Personal Management	Career Awareness, Development, and Mobility Self-Esteem	Analyzes own knowledge, skills, and ability [3.1.2] Identifies personality assets [3.5.6] Presents positive personal references of education and work experience [3.5.8]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.2 Give examples of how math, English, science, art, music and/or foreign language are used in the chosen career area	1.2.1 Analyze and appraise how academic skills are used in the chosen career area	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
1.3 Describe how self-direction is important to the career decision making process	1.3.1 Analyze steps employed to determine career choice	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
	1.3.2 Outline a multi-media presentation describing the reasons for making a particular career choice	Foundation	Writing	Organizes information into an appropriate format [1.6.10]
	1.3.3 Using lab equipment, produce a presentation describing the results of career investigation	Foundation	Writing	Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
	1.3.4 Present a speech on a career/technology related topic	Foundation	Speaking	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.4 Identify entrepreneurial opportunities related to personal career interests	1.4.1 Summarize the obligations of an entrepreneur	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
	1.4.2 Compare the risks and advantages of ownership	Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]
	1.4.3 Give examples of franchise businesses	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear concise manner [1.6.6]

Unit 2: Basic Job Skills

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Define the term communications		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
2.2 Describe the communications process		Foundation	Speaking	Speaks effectively using appropriate eye contact, gestures, and posture [1.5.11]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13] Produces neat, legible document from typewriter or computer [1.6.15]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.3 Identify barriers to good communications	2.3.1 Demonstrate effective communication skills	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Speaking	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]
			Cultural Diversity	Works effectively with men and women from diverse backgrounds-ethnic, social, educational, etc. [2.2.5]
2.4 Explain the difference between verbal communications and nonverbal communications	2.3.2 Evaluate situations for verbal and nonverbal communications	Foundation	Listening	Responds nonverbally to conversation [1.2.9]
			Speaking	Interprets nonverbal cues such as eye contact, posture, and gestures for meaning [1.5.6]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.4 Describes types of communications channels	2.5.1 Demonstrate common business communications channels (i.e. fax, e-mail, telephone, voice mail, conference calls, person-to-person, etc.)	Interpersonal	Coaching	Comprehends ideas and concepts related to business communications [2.1.1]
			Cultural Diversity	Works effectively with men and women from diverse backgrounds-ethnic, social, educational, etc. [2.2.5]
			Customer Service	Works with customers to satisfy their expectations [2.3.9]
			Leadership	Accepts responsibility for others [2.4.1]
			Negotiation	Works to resolve conflict between two or more individuals [2.5.3]
			Teamwork	Takes an interest in what others say and do [2.6.5]
				Works effectively with others to reach a common goal [2.6.6]
2.5 Identify the need for accurate written directions to accomplish a workplace task	2.5.2 Demonstrate the ability to write accurate, concise directions for a given task	Foundation	Writing	Organizes information into an appropriate format [1.6.10]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.6 Identify various types of common written communications used in business	2.6.1 Format, compose, and produce various types of written communications used in business (i.e. reports, resumes, memos, letters)	Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Organizes information into an appropriate format [1.6.10] Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
	2.6.2 Evaluate written correspondence for effectiveness	Foundation	Writing	Summarizes written information [1.6.17]
		Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
2.8 Explain the importance of oral communication in the workplace and to work related experiences	2.8.1 Demonstrate effective oral communication in the workplace	Foundation	Speaking	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.9 Define effective listening	2.9.1 Demonstrate effective listening skills	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
	2.9.2 Apply listening techniques to various situations	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
2.10 Identify appropriate communication strategies in a given situation	2.10.1 Demonstrate effective communication in various situations (i.e. face-to-face, small group, large group, formal, informal)	Foundation	Speaking	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]
		Interpersonal	Leadership	Conveys attitudes and values of group to others [2.4.3]
	2.10.2 Demonstrate how the use of committees and the brainstorming technique can help solve problems	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
	2.10.3 Demonstrate understanding of written sentences and paragraphs in work related documents (i.e. technical manuals, instructional guides, etc.)	Foundation	Reading	Locates pertinent information in documents such as manuals, graphs, and schedules to perform tasks [1.3.18]

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Knowledge	Application	Skill Group	Skill	Description
2.11 Add, subtract, multiply and divide whole numbers, fractions, and decimals	2.11.1 Apply basic math skills to workplace and project activities	Foundation	Arithmetic/ Mathematics	Chooses appropriately from a variety of mathematical techniques [1.1.11]
2.12 Identify interdisciplinary skills applied to project development (i.e. English, science, art, music, etc.)	2.12.1 Demonstrate use of interdisciplinary skills	Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]
			Reasoning	Uses logic to draw conclusions from available information [4.5.6]

Unit 3: Career and Workplace Skills

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Compare components of project development to components of the job application process	3.1.1 Prepare documents needed for the job application/project development process (i.e. resume, letter of introduction, letter of application, application forms, follow-up letter)	Foundation	Reading	Determines what information is needed [1.3.10]
			Writing	Completes form accurately [1.6.7] Organizes information into an appropriate format [1.6.10] Writes appropriate entries [1.6.22]
	3.1.2 Demonstrate appropriate appearance	Personal Management	Self-Esteem	Creates self-confidence and positive self-image through proper grooming [3.5.3]
	3.1.3 Complete work project related interview	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Speaking	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.2 Identify an acceptable social and ethical environment	3.2.1 Contribute to the community in an ethical manner	Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]
	3.2.2 Demonstrate ethical use of research in devising original solutions (i.e. copyright laws)	Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]
3.3 Describe what employers expect of employees (i.e. health, attendance)	3.3.1 Discuss anticipated problems in meeting employer's expectations	Interpersonal Personal Management	Leadership Organizational Effectiveness	Influences group behavior [2.4.8] Identifies characteristics desired by organization [3.3.6]
	3.3.2 Develop and maintain healthy habits	Personal Management	Self-Esteem	Develops/Initiates a plan for self-improvement [3.5.4]
3.4 Define teamwork	3.4.1 Identify roles and expectations of diverse team members	Interpersonal	Cultural Diversity	Works effectively with men and women from diverse backgrounds-ethnic, social, educational, etc. [2.2.5]
	3.4.2 Develop a project example using teamwork concepts	Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
3.5 Identify standards used in the workplace	3.5.1 Demonstrate time management	Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
	3.5.2 Demonstrate a positive attitude	Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]

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3.6 Define decision-making	3.6.1 Demonstrate various strategies for the decision making process	Thinking	Decision Making	Identifies pros and cons to assist in decision-making process [4.2.7]
	3.6.2 Demonstrate the steps used in problem solving	Thinking	Problem Solving	Recognizes/Defines problem [4.4.8]
3.7 Identify characteristics of effective leaders	3.7.1 Compare different types of leadership styles	Interpersonal	Leadership	Comprehends ideas and concepts related to leadership [2.4.2]
3.8 Identify human relations skills needed by employers and employees	3.8.1 Discuss how personality and basic needs are related to work satisfaction	Interpersonal	Cultural Diversity	Comprehends ideas and concepts related to workplace [2.2.1]
		Personal Management	Self-Esteem	Identifies personality assets [3.5.6]
	3.8.2 Discuss ways to improve job satisfaction	Personal Management	Organizational Effectiveness	Presents personal skills as benefits for company objective [3.3.7]
	3.8.3 Plan strategies for dealing with conflict	Interpersonal	Negotiation	Works to resolve conflict between two or more individuals [2.5.3]

Unit 4: Project

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Identify individualized or team project	4.1.1 Describe project objectives	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
	4.1.2 Demonstrate that project is beneficial	Thinking	Problem Solving	Revises plan of action indicated by findings [4.4.9]
	4.1.3 Determine project beneficiaries or analyze how the project will address real-world problems	Thinking	Decision Making	Identifies pros and cons to assist in decision-making process [4.2.7]
	4.1.4 Evaluate the proposed outcomes of the project	Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
4.2 Describe the research process	4.2.1 Determine resources needed to complete project	Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
	4.2.2 Schedule visits with outside resources	Interpersonal	Customer Service	Works with customers to satisfy their expectations [2.3.9]
	4.2.3 Choose other resources as needed	Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]

CAREER AND TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC AND WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.3 Explain the skills needed for collaborative work	4.3.1 Assign team responsibilities based on individual members' strengths and skills	Interpersonal	Leadership	Organizes group in planning and performing a specific task [2.4.9]
	4.3.2 Develop a proposed timeline	Personal Management	Organizational Effectiveness	Applies knowledge to implement work-related system or practice [3.3.4]
	4.3.3 Collect and appraise the validity, reliability, and relevance of data	Thinking	Problem Solving	Tracks and evaluates results [4.4.10]
	4.3.4 Demonstrate team critiquing skills	Interpersonal	Leadership	Helps an individual or group challenge existing procedures, policies, or authority [2.4.7]
	4.3.5 Evaluate goals and timelines	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
4.4 Describe the benefits of self-motivated learning	4.4.1 Substantiate the learning/service aspects of the project	Personal Management	Organizational Effectiveness	Identifies characteristics desired by organization [3.3.6]
	4.4.2 Conclude how learning outcomes were achieved	Thinking	Decision Making	Demonstrates decision-making skills [4.2.4]
	4.4.3 Demonstrate project using presentation software and include statistical data in various forms	Thinking	Seeing Things in the Mind's Eye	Organizes and processes images-symbols, pictures, graphs, objects, etc. [4.6.2]

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Knowledge	Application	Skill Group	Skill	Description
4.5 Describe project outcome	4.5.1 Demonstrate the learning/service aspects of the project	Thinking	Reasoning	Uses logic to draw conclusions from available information [4.5.6]
	4.5.2 Evaluate project status	Thinking	Problem Solving	Tracks and evaluates results [4.4.10]